



■ **PART III**

Field Training Program Packages



■ FIELD TRAINING PROGRAM PACKAGES

POST regulations require departments seeking approval of their field training programs to submit a field training program package along with an Application for POST-Approved Field Training Program, POST form 2-229, signed by the department head. Prior to submitting the package and application, a department representative should review the department's current policies, procedures, and program content against POST's minimum standards/requirements for program content, operations, and personnel. When necessary, the department representative shall make changes to comply with the POST minimum standards/requirements before submitting the package.

A field training program package submitted for approval shall minimally include:

1. a written description of the department's specific selection process for Field Training Officers,
2. an outline of the training proposed for department trainees,
3. a written description of the evaluation process for trainees and Field Training Officers, **and**
4. copies of supporting documents (i.e., field training program guides, General Orders related to field training program personnel and their training, policies and procedures, and/or evaluation forms).

Some departments may include all of the above information in their field training program guides while others will need to make and send copies of the separate documents, G.O.s, policies and procedures, etc., with their field training program guide to complete the necessary package.

A field training program guide or manual is vital to the success of any field training experience. The guide should be used to instruct newly assigned patrol officers in the various duties that they will most likely perform during their careers. The guide should serve as the "lesson plan" for the Field Training Officer's instruction. Each department is encouraged to develop

a training guide, manual, or workbook for its field training program. These guides should minimally contain two parts, a program orientation portion and a list of performance objectives.

Elements of a Field Training Program Guide

The first part of the guide should contain information explaining the field training program and its operation. It should be provided to trainees at or prior to the time they enter the program. While this portion of the guide may not contain all the information found in the department administrative manuals and general orders, certain excerpts from these documents should be incorporated into this section of the training guide.

While a department may incorporate whatever it wishes in this part of the guide, several items recommended for inclusion are:

1. Goals and Objectives of the Field Training Program
2. Chain of Command and Supervision Information
3. Explanation of the Elements of the Field Training Program
4. Role/Expectations of Trainees and Field Training Officers
5. Explanation of the Evaluation Process
6. Copies of the evaluation instruments (i.e., DORs; SEGs; Weekly Training Progress Reports; etc.) and other program forms with brief explanations

Providing trainees with this information at the start of the program serves several purposes. It clarifies the trainee's role in the training process, improves understanding of the mechanics of the program, enhances the credibility of the FTO, and reduces a good deal of apprehension normally found in any training program.

The second part of the field training guide should contain performance objectives incorporating the knowledge, skills, abilities, and attitudes that the FTO is required to impart to the trainee and then evaluate the trainee's ability to retain and competently perform the same. These objectives are designed to ensure that trainees receive specific training in designated topics or areas. These training topics are generally broken into weekly and/or phase segments. Responsibility for covering the performance objectives and other listed tasks lies with the FTO to whom the trainee is assigned for that specific week, group of weeks, or phase. If the department has organized these topics or areas into a specific format, standardization will occur since each FTO will cover the same

material with every trainee during the same assignment period. Training in and completion of the designated topics or areas will give trainees the foundation to draw from when handling incidents that have not been actively demonstrated. It will be impossible to train a newly assigned officer in every area that may be encountered throughout a career but this program should provide a firm foundation on which to build.

Field Training Officers should, at a minimum, instruct in the areas that are outlined in each specific topic. To further assure accountability, columns or sign-off boxes can be placed on each page of the guide wherein the FTO indicates, by placing his/her initials and badge number: (1) the date the material or objective was discussed, instructed, or demonstrated, and (2) the date the trainee displayed adequate competence. The FTO should also identify the manner in which the skill, knowledge, or ability was performed (i.e., written test, verbal test, scenario/role-play, or field performance). Additionally, there should be a place for the trainee's initials, badge number, and date wherein the trainee acknowledges having received the instruction.

Finally, departments should strongly consider the inclusion of various resource materials in the guide or perhaps the development of a separate resource materials guide. Examples may include important policies, run maps, municipal codes, etc. The purpose of this is twofold. First, the material remains as a reference for the trainee and, secondly, the FTO will use these materials as the lesson plan rather than attempting to "ad lib" when it comes time to instruct on the particular topic. If a policy or procedure is included in the guide or a separate resource manual, it is much easier for the FTO to teach from the actual policy rather than from memory of the policy. This also allows for better documentation that the material was covered.

In addition to the instruction the trainee will be receiving from the FTO, it is possible the trainee will need to do some further studying. The training staff should maintain a library that could include the Regular Basic Course Training and Testing Specifications, Learning Domain Workbooks, POST training videos and telecourses, and any other department-developed training aids. Trainees are also advised to maintain copies of the Penal Code, Vehicle Code, and Municipal Codes (or Quick-codes of same), and know the location(s) of other reference materials including a list of community service resources.

It should be the responsibility of the Field Training Program SAC to oversee the development and maintenance of the department's field training program guide. Each FTP SAC should designate a committee to review, and keep current, the materials presented in the department's guide. While the concepts, tasks, and performance objectives of field training programs statewide are extremely similar, the field training program guide, manual, or workbook is

one item that should be individually developed (tailor-made) by and for each department. When done right, no one department's guide could be duplicated and used by a second because of the differences in the codes, policies, philosophies, service areas, streets and locations, and so on. Constant revision based on input from trainees, FTOs, and other program staff will make the department's field training program guide a viable resource and basis for a successful field training program. ■

